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The text is fairly difficult on account of the wealth of idiom and the wide range of vocabulary. I question whether it could be used to advantage before the third year of high school. The amount of editorial matter is perhaps some index of the difficulty of the text. Twenty-four pages of notes and seventy of vocabulary to fifty-five pages of text do not indicate a very simple text.

As in the case of an earlier volume in this series, Bardin's "Historicas Leyendas Mejicanas," reviewed in these columns in Dec., 1920,—the excellent grammatical notes form an important feature of the book. In many cases they supplement the ordinary grammar, explaining clearly points that are often either passed over hastily or omitted altogether. They are, furthermore, complete in themselves, giving the student in the most convenient form possible all the grammatical information that he can need for understanding the text. A very brief inspection will convince one of their value and of the need for them in this text.

The vocabulary is compact and appears to be complete.

Letters have been lost in the following cases: page 3, line 16, a ma for alma; page 12, line 26, amento for lamento; page 14, line 10, pod do for podido; page 21, line 8, os for los.

An attractive feature of this book is its size. It can be finished by a class within a reasonable time. Somewhat advanced pupils, who have already acquired a good working vocabulary, will enjoy reading it.

JOEL HATHEWAY

ESPAÑA Y LA AMÉRICA ESPAÑOLA. Edited by GIOVANNI TERZANO of Ohio State University. XV+318 pages. The John C. Winston Co. 1921.

The text consists of a series of selections from the works of the best Spanish and Spanish-American writers. The editor has succeeded in making an exceedingly interesting and appropriate series of excerpts and has endeavored to grade them in order of difficulty.

Each selection is preceded by a biographical note and by a statement of grammatical topics for special study; and is followed by a set of exercises comprising questions, lists of important locations to be memorized, sentences to be completed by the learner, and an exercise in composition, consisting of detached and numbered sentences. Practically all the editorial work is in Spanish. A select vocabulary and an index complete the book. Suitable maps and some twenty good illustrations are provided.

In his preface, the editor frankly expresses his dislike for the elementary Spanish readers, which devote so much attention to *realia* and are manufactured especially for class-room purposes, and states his belief that a pupil who has mastered the elements

of the grammar and has acquired a vocabulary of from 500 to 700 words, should be introduced to Spanish literature. He considers that his book may be taken up "about the beginning of the fourth term in a Junior High School, or of the third term in Senior High School, and about the middle of the second term in Colleges and Universities."

"Term" is a rather indefinite word but I assume that it has about the meaning of "half-year" or "semester." I understand therefore that this book is intended for pupils who have had about a year and a half of Spanish in the Junior High School,—that is, for pupils beginning the second half of the eighth year of school work, pupils who are roughly speaking about thirteen years old. For such pupils I believe that the book is altogether too difficult. The constructions are too varied, the vocabulary is too advanced. The book is hard enough for high school pupils in their third year of the study of Spanish. College students who have had some training in other languages could use it in the second semester of their Spanish course but would lose nothing if given easier reading material throughout the first year.

It is hard to comment upon a select vocabulary. If, however, the author intended to omit "words alike or nearly alike in Spanish and in English" he has certainly been generous in including such words as *absoluto*, *abstracto*, *absurdo*, *accidente*, *acento* . . . *importante*, *imposible*, *impulso*, . . . *lamentas*, *lista*, *lívido*, *localidad*, etc., etc. Those of us who like complete vocabularies will not quarrel with Professor Terzano for having put so much into this vocabulary, but rather for having left so much out. This kind of vocabulary, by the way, does not seem to be appropriate for a book which the editor intends for use in junior high schools.

The omission from the vocabulary of the word *piltrafa* must have been an oversight. There appears to be no English word of similar form and meaning.

Unfortunately this book is marred by a rather large number of misprints. The following may be noted: Page 21, line 22, *¿ Que?* for *¿ Qué?*; *¿ Donde?* for *¿ Dónde?*; page 31, line 2, *nogociado* for *negociado*; page 85, line 3, *fundo* for *fundó*; page 105, line 17, *somo* for *cómo*; page 107, note 2, *otros tiempo*; page 148, line 16, *trunfal* for *triunfal*; page 150, line 21, *non* for *no*; page 184, line 1, *manso* for *manos*; page 199, line 5, *tema* for *temo*; page 240, line 3, *lo* for *los*; and there are still others.

Mr. Terzano's interesting reader is to be cordially recommended for use with college classes or with advanced classes in high schools.

JOEL HATHEWAY